

**NOTE:**

**THIS FORM ALWAYS GOES WITH THE ENDORSEMENT  
AREA!**

**TEACHERS OF STUDENTS WITH DISABILITIES; ENDORSEMENT REQUIREMENTS**

Please identify by course number and credit hours those courses which satisfy the description under each of the following sub-categories; e.g. SED 201(3) means special education course 201, 3 credits. Attach to this form the course title, syllabus, and credit hours for all course numbers listed.

Course Numbers  
(Credit Hours)

- (1) A teacher seeking an endorsement or full approval by the state board of education or its designee shall meet the following general skill requirements, in conjunction with those of R 340.1782 to R 340.1788, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799d, before being employed by an intermediate school district, local school district, public school academy, or other agency operating special education programs and services:

(a) Theoretical foundations as follows:

- (i) Understanding of human growth and development, which shall include all of the following:

(A) Typical and atypical development.

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(B) Stages from conception to death.

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(C) Affective, language, cognitive, and sensorimotor areas.

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**Rule 340.1781**

University: \_\_\_\_\_

Course Numbers  
(Credit Hours)

(D) Factors influencing development, including physiological, social, physical environment, and psychological.

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(ii) Understanding of learning and teaching theories.

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(iii) Knowledge of construction, interpretation, application, and limitation of standardized and nonstandardized assessment procedures.

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(iv) Knowledge of disabilities and their educational implications.

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(b) Curriculum and instruction as follows:

(i) Understanding of curriculum design and instructional strategies.

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(ii) Understanding of, and ability to adapt to, general and special curriculum and instructional strategies to meet individual learning styles.

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University: \_\_\_\_\_

Course Numbers  
(Credit Hours)

(c) Special education instructional systems as follows:

(i) Knowledge of program delivery systems, including all levels of service.

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(ii) Understanding of individual and group management structures.

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(iii) Understanding of effective use of school and outside resources in creating a positive learning environment.

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(iv) Understanding a variety of systems for reporting and evaluating the effectiveness of an individual student's program.

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(v) Understanding of the child study/team planning process.

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University: \_\_\_\_\_

Course Numbers  
(Credit Hours)

- (vi) Ability to translate comprehensive assessment data reflecting the student's current level of functioning into an individual educational program.

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- (vii) Understanding of how adaptive technology may be used to enhance the education of students with disabilities.

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- (d) Communication/consultation as follows:

- (i) Knowledge of institutional and administrative factors that facilitate or impede delivery of services.

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- (ii) Ability to effectively communicate the needs and rights of students with disabilities.

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- (iii) Ability to use interpersonal skills when working with parents, professionals, agencies, students, and other persons or groups.

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- (iv) Understanding the roles and organizational structures of general and special education and the part they play in providing total service for the student.

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University: \_\_\_\_\_

Course Numbers  
(Credit Hours)

- (v) Ability to serve in a consultative capacity with individuals and groups, including parents and students.

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- (vi) Ability to supervise and work with teacher aides, volunteers and paraprofessionals.

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- (e) Organizational, historical, and legal factors as follows:

- (i) Knowledge of state and federal laws, rules, and regulations.

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- (ii) Understanding of due process and data privacy requirements.

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- (iii) Knowledge of historical and philosophical background of the education of students with disabilities and knowledge of attitudes toward students with disabilities.

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University: \_\_\_\_\_

Course Numbers  
(Credit Hours)

- (iv) Understanding of how to identify and access resources relevant to students with disabilities.

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- (f) Abilities basic to all special education preparation as follows:

- (i) Ability to observe, analyze, and describe the instructional strategies being applied in an educational situation.

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- (ii) Ability to function as a member of a team in designing appropriate educational programs for students with disabilities.

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- (iii) Ability to apply team-designed strategies in an educational setting.

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- (iv) Ability to design and apply instructional strategies in an educational setting, including time management techniques.

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University: \_\_\_\_\_

Course Numbers  
(Credit Hours)

(v) Ability to identify and use nonschool resources relevant to students with disabilities.	
(vi) Ability to assess results of instruction.	
(vii) Understanding of personal adjustment, prevocational and vocational needs, and opportunity for students with disabilities.	
(viii) Ability to understand basic behavioral management concepts and demonstrate ability to develop, implement, and incorporate appropriate behavioral management techniques.	
(ix) Understanding of preadolescent behavior.	
(x) Understanding of adolescent behavior.	